

Proposed English Learner Regulation Revisions

About the proposed revisions to Rhode Island's English Learner (EL) Regulations (Ch. 16-54):

- Reflect current federal guidelines to assure that EL students are provided opportunities to achieve Rhode Island's educational goals for student success in college, careers, and life
- The product of a work group composed of teachers, school and district administrators, university faculty, and RIDE staff, who met together regularly over a three-month period

1. **Updates language** to reflect most recent publications from USED, RIDE and WIDA

Regulation	Proposed Change
L-4-2 (Definitions) and Throughout	Terms and phrases changed to reflect most recent publications from USED, RIDE and WIDA (Ex.: ESL → ENL, ELL → EL, GLE and GSE → state adopted standards, Board of Regents → Council on Elementary and Secondary Education, etc.

2. Adds language to reflect Rhode Island's goal of increasing **cultural competency** in schools and that goal's importance to EL students' education

Regulation	Proposed Change
L-4-1 (Authority, Scope and Purpose)	Adds cultural competency to the list of key outcomes for EL students (along with success in general education, meeting of graduation requirements, post-secondary preparedness, and economic and social success)
L-4-2.15 (Definitions)	Adds definition from NEA's Diversity Toolkit

3. Changes the definition of **High and Low Incidence Districts** to reflect population density rather than total number of EL students

Regulation	Proposed Change
L-4-2.3-4 (Definitions) High and Low Incidence District	HIGH-INCIDENCE DISTRICT – a district in which active or monitored ELs compose 5% or more of the total student population is a high-incidence district. LOW INCIDENCE DISTRICT – a district in which active or monitored ELs compose less than 5% of the total student population is a low-incidence district.

4. Provides **administrative support for EL Coordinators** teaching a full course load in Low Incidence Districts

Regulation	Proposed Change
L-4-2.8 (Definitions) Administrator of Programs	In low-incidence districts where the EL Administrator does not hold an appropriate EL certificate, an EL Coordinator must be appointed to coordinate the program(s), with time commensurate with the number of ELs in the LEA.

5. Updates and reorganizes Rhode Island's program menu of **program models** to align with federal guidance documents and WIDA consortium definitions

Regulation	Proposed Change
L-4-2.17-22 (Definitions)	Bilingual <ul style="list-style-type: none">• Dual language• Transitional bilingual ENL <ul style="list-style-type: none">• Collaborative ENL and General Education• Newcomer/SLIFE

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6. Additions to **student placement** criteria for more accurate identification of EL students

Regulation	Proposed Change
L-4-6 (Student Placement)	Student placement criteria to include transcript review and family interview

7. Encourages ELs' access to grade-level curriculum and integration into general education classrooms by **replacing minimum time-in-service for ELs at Developing, Expanding, and Bridging levels with program criteria** while **maintaining a 1 period minimum for ELs at the Entering and Emerging Levels**

Regulation	Proposed Change
L-4-7 (Program Requirements)	<p>Programming for ELs must (1) provide equitable access to academic content and foster English language development, (2) be delivered by appropriately certified EL teachers or teachers who are working in regular, purposeful, consistent collaboration with appropriately certified EL teachers and (3) be aligned to current state grade-level standards, English language development standards through research-based bilingual or ENL instruction.*</p> <p>A minimum of 1 period stand-alone ENL period per day for levels 1 and 2.</p> <p>*Please see attached sheet for full description.</p>

8. Increases district flexibility to engage **the families of ELs**

Regulation	Proposed Change
L-4-21-27 (Family Engagement)	Districts shall develop and make public opportunities for EL families to participate in family advisory councils through a dedicated EL parent advisory council or through actively supporting their participation in district family engagement opportunities.